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ABSTRACT

The purposes of this paper were to: (1) demonstrate prinicples of sound classroom level instructional planning at a time when there is increasing concern for teacher accountability; (2) present a sample seventh-grade social studies lesson that illustrates portfolio planning competencies as stipulated by the Georgia beginning teacher assessment model--the "Teacher Proficiency Assessment Instrument" (IPAI); and (3) present content relevant to a lesson in economics. Both the principles and the sample lesson plans illustrate the systematic organization of the unit plan components and the resulting objective communication inherent in sound planning. Lesson plan components include general objectives, behavioral objectives, student activities, teaching procedures, materials and resources, evaluation and assessment procedures, lesson closure, remedial activities, student assignments, and enrichment activities. (CB)

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Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety Out of Accountability

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Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety Out of Accountability

The purposes of this article are to demonstrate principles of sound classroom level instructional planning at a time when there is increasing concern for teacher accountability; to present a sample seventh grade social studies lesson which illustrates portfolio planning competencies as stipulated by the Georgia TPAI beginning teacher assessment model; and to present content relevant to a lesson in economics (specifically a portion of an instructional unit dealing with advertising).

Instructional Planning and Accountability

The notion of "accountability" which, in the context of education, means "that those who are given responsibility for the operation of a school (school board, administrators, teachers) should be held accountable (answerable) for the learning and development of students" (Gronlund, 1974, p. 1) is certainly not new. Thirty-one states, for example, had laws pertaining to accountability by 1975 (Engle, Saunders, Blake, 1981). A continuing emphasis on this topic is also demonstrated by the current assessment mandate of beginning teachers in Georgia.

The immediate concern of this article is not one related to the pros and cons of the accountability movement. The primary focus is one of adequate instructional planning in light of the guidelines as stipulated by the assessment criteria in use. These guidelines, at least for the state of Georgia, include such practices as planning for different instructional levels, teacher-centered and student-centered activities, learning modality differentiation and the formalization of assessments. Because these practices

are components of minimum, sound instructional planning, the Georgia "Teacher Proficiency Assessment Instrument" (TPAI), does not require things that are not normally done by educators. The problem facing most beginning teachers is not one of trying to piece together impractical planning requirements. The dilemma comes in stating these typical planning elements in such a way as to satisfy different state and local examiners. What is needed then is a format or model that can make the process of instructional planning consistent and deliberate.

Instructional Planning Format

In Effective Evaluation: Models for Accountability, Engle, Saunders and Blake (1981) have outlined what they termed a "generic model" to be used in the examination of various accountability systems. These categories, with some alteration, can also be used as instructional planning components. The planning categories as defined by Engle, Saunders and Blake "follow an inclusion principle, a hierarchical pattern, in that the definition of a specific category is derived from a more inclusive, broader category" (p. 22). The categories are presented in the following sequence: Goals, Objectives, Activities, Support Conditions and Evaluation (p. 22).

> Goals are operationally developed definitions of a value held by the person often expressed in terms. Expressed operationally, goals serve to point to what is known e.g., knowing when a desired result has been accomplished. Goals provide the criteria for measuring a single objective and also for coordinating the activities derived from different objectives designed to contribute to the accomplishment of the given goal (p. 24).

> Objectives are derived from the language of the goals and are specifications ascribed to the major concepts contained within a goal. The specifications are operationally stated and capable of measurement to determine phases of completion. Objectives provide the evaluation criteria for identifying and measuring the completion of an activity (p. 25).

> Activities are the specific tasks required to accomplish an objective from which they are derived. The activities should be stated in precise terms; that is, stated in a way that these performances can be specified and measured (p. 26).
>
> When activities are established there are usually a number of support conditions that must accompany the activities in order to complete them. These conditions can be viewed as logistic requirements. For example, the completion of a task, such as teaching a course, necessitates that . . . curriculum materials be available (p. 26).
>
> Evaluation is the most generic of all the categories of accountability, since it in one sense provides for the measurement of accomplishment for each of the other categories (p. 26).

These planning categories, to be further developed for the purposes of this paper, represent an outline to operationalize or put into practice the process of instructional planning. To insure adequacy, however, other features of accountability programs must be considered.

One common feature of school accountability programs, according to Gronlund (1974), is that the "(I)nstructional objectives of the school program are identified and stated in behavioral, or performance, terms, that is, in terms of the learning outcome expected of the students" (p. 1). Anyone remotely familiar with the criteria for beginning teacher assessment in the State of Georgia will also recognize this focus on a behavioral learning model. Specifically, the "TPAI" (Teacher Proficiency Assessment Instrument) manual stipulates that "with few or no exceptions, objectives are stated as performance outcomes" (1985, p. 34). Having clarified the objectives to meet state requirements, it will also be necessary to make other adjustments in the Engle, et al accountability system examination model. As outlined earlier, the model developed by Engle, et al can be helpful in the creation of a lesson

planning format tailored to the purposes of this article; the presentation of a lesson to illustrate satisfactory application of selected instructional planning guidelines as stipulated by the "TPAI" for adequate beginning teacher planning performance. Due to space limitations, consideration here will be given to selected "portfolio" instructional planning components and applicable labeling. The portion of the assessment dealing with observation will not be included.

It is necessary, while maintaining the adequacy of the Engle accountability model, to adapt some of the categories to facilitate usefulness at the classroom level. The adapted Engle model, with alterations in parentheses, is presented in Figure 1.

These planning categories, with the addition of "introduction," "teaching procedures," "closure," "assignments," "remedial activities" and "enrichment activities" will make up the completed classroom level planning format. The planning categories, used to illustrate adequate instructional planning in a sample lesson plan, are sequentially presented in Figure 2.

SAMPLE LESSON PLAN

ADVERTISING

General Objectives The student will:

1. know key terms.
2. comprehend the impact of advertising on his/her life.
3. apply basic principles of advertising.
4. analyze his/her advertisements.

Introduction Yesterday we saw how great an impact advertising has on our lives. We are strongly influenced by advertising and understanding more about the subject will help us to become better consumers. From our knowledge of advertising and commercials, we know there is a difference between good and bad advertisements. What are the five important elements of a good ad? These five criteria for judging ads include whether the ad is attention-getting, brief, focused on the consumer's problem by providing a solution, made in good taste and accurate. Now, think of your favorite commercial, tell me if it achieves each of these criterion and if so, how?

Behavioral Objectives The student will:

1. define key terms (i.e. endorsement, market research, slogan . . .).
2a. differentiate among types of ads (i.e. conformity, intellectual . . .).
2b. examine ads having great impact on his/her life.
3. produce advertisements of his/her own according to selected advertising principles (i.e. accurate, attention-getting, brief, in good taste, solves problem).
4. critique his/her own ad according to the advertising principles stated in objective 3.

1d. Different Objective for Higher Level Learners

Student Activities The student will:

1. match the definitions of the key terms on a quiz.
2a. discuss advertisement types by writing appropriate characteristics of each.

2b. choose one from the following options:
-list and describe 3 ads which have great impact on his/her life
-simulate 1 ad which has great impact on his/her life
-construct a collage (using at least 3 ads) which have a great impact on his/her life and, discuss, as a class, the characteristics of ads chosen in activity 2b.

2d. Learner-centered Activity

3a. copy from the board 5 important principles of advertisements and listen to teacher discussion of the steps in creating advertisements.

2d. Teacher-centered Activity

3b. view and listen to filmstrip on creating ads.

4a. Different Modalities within an Objective: Objective 3, visual/auditory

4d. Differentiation by Modalities visual/auditory

3c. complete worksheet "Advertising, Step by Step" as a group.

3d. using notes, write his/her own ads with information from "Can Your Ad Sell This Soap?" worksheet.

3e. write another ad for a product of their own choosing, using criteria as discussed in activity 3d. The student will also be able to include his/her own ideas as criteria.

4b. Different Activities for Different Instructional Levels: Average/Lower Level Learners

4. write at least two paragraphs describing how his/her ad could be improved, according to evaluation criteria as discussed in activity 3d. The student will also be able to include his/her own ideas as criteria.

4b. Different Activities for Different Instructional Levels: Higher Level learners

Teaching Procedures The teacher will:

1. administer quiz.

2a. administer quiz.

2b. through questioning and discussion, assist students in choosing ads that impact their lives.

3a. write on the board five important advertising principles and the steps necessary in creating advertisements.

3b. show filmstrip.

3c. distribute worksheets and lead class with a step-by-step explanation.

3d. distribute "Can Your Ad Sell This Soap?" and give directions on writing ads (work in groups of 3).

3e. direct these students to write another ad.

4. distribute instruction sheet to these students and answer questions.

Materials/Resources

1. quiz

2a. quiz

2b. ads (from newspapers, magazines, etc.), glue, cardboard, scissors, list of characteristics of the ads which impact their lives.

3a. chalkboard, notes

3b. filmstrip projector, "Consumer Advertising" filmstrip (17 min.), cassette, cassette player

3c. worksheets "Advertisements, Step by Step"

3d. worksheets "Can Your Ad Sell This Soap?"

3e. list of possible products

4. list of criteria for writing/analyzing ads

Evaluation/Assessment

Quiz answers from activities 1 and 2a will be assessed to determine whether students can define key terms and differentiate among types of ads. Assessment during activity 2b will take the form of asking individuals why they

chose the ads they had. The teacher will check for on-task behavior in copying notes (activity 3a) and viewing filmstrip (activity 3b). Assessment of the students during activity 3c will be accomplished by asking specific questions concerning the steps in producing advertisements. Student ads, written in activity 3d, will be evaluated according to the five criteria given for good advertisements. The student evaluations of their own ads in activity 4 will be assessed in terms of recognition of adherence to the five criteria as well as discussion of their own ideas.

Closure

We learned today that we all can write ads. However, there are important guidelines that must be followed in order that the ad is considered a good ad. If one is aware of what makes an ad a good ad, then you are better qualified as a consumer to make wise buying decisions. Tomorrow we will examine ads more closely to discover exactly what the ad is telling us.

Assignments

None

Remedial Activities

Students in need of remediation for behavioral objective and student activity 3 will select 5 advertisements they consider appealing from newspapers and magazines. The student will then list the characteristics of the advertisements they consider appealing. Then, the student will compare his/her list with the guidelines for good advertisements and categorize the advertisements according to these guidelines.

4c. Remedial Activity for Lower Level learners

Enrichment Activities

In this activity the students will analyze advertisements to identify deliberate pairings of consumer products with abstract concepts such as fun and adventure. The student will read the handouts paraphrasing classical conditioning, choose two advertisements and label the unconditioned stimuli, unconditioned responses, conditioned stimuli and the conditioned responses.

4c. Enrichment Activity for Higher Level Learners

Quiz

6b. Formal Assessment (Objectives are in parentheses)

(Obj. #1) I. Match the word on the left with the best definition from the column on the right.

____market research	a. phrase to help you remember the product
____slogan	b. symbol that is registered with the government
____trademark	c. using honesty in writing ads
____indirect lie	d. advertising step where consumer wants are discovered and transmitted
____integrity	e. ad that contains "double talk"
	f. the "band wagon" technique
	g. subliminal messages

5c. Assessment: matching

5d. Level of Learning: knowledge

(Obj. #2) II. In your own words, briefly discuss two characteristics of each of the following types of ads:

intellectual ad _____

_____

endorsement _____

_____

conformity ad _____

_____

suggestion _____

_____

5c. Assessment: short answer essay

5d. Level of Learning: comprehension

The lesson planning format has been established and a sample lesson plan, to illustrate the elements of sound instructional planning and selected criteria of the TPAI, has also been presented. The next step involves the examination of the different planning components to clarify the process of adequate classroom planning. This examination will consist of a discussion of important considerations of each lesson planning component and the placement of labels as stipulated by the TPAI.

General Objectives

As discussed earlier, general objectives or goals represent our values in operation. In this sample lesson, the teacher has determined that "knowing key terms," "comprehending the impact of advertising on the lives of students," "applying basic advertising principles" and "analyzing advertisements" will be the general objectives. Although not required as part of the TPAI process, general objectives are essential. From them, behavioral objectives are determined. General objectives are usually developed when one has examined and analyzed the pretest results or they might be selected from curriculum guides and textbooks. The crucial consideration for general objectives is that the instructional verbs (i.e. knowing, comprehending, applying and analyzing) are stated abstractly. This will insure that the behavioral objectives, which define the general objectives, can be stated in more specific terms.

Introduction

Although not required in the TPAI unit plan or portfolio, the introduction is an important element in classroom instruction. The introduction is used to set the stage for the day's lesson and acts as a tool to demonstrate the

relevancy of the content. Used to "spark the students' interest," the introduction can also show how a given day's lesson is related to previous learning. A written introduction will help the teacher present a coherent foundation for the lesson. Setting the focus for the day's lesson is also a crucial factor in the observation portion of the beginning teacher assessment.

Behavioral Objectives

As mentioned earlier, objectives in the TPAI portfolio (or unit plan) must be stated as behavioral or performance outcomes. These behavioral objectives, which must be written in specific terms, define the general objectives. It was stated earlier, in general objective 1, that students will "know" key terms. The question now is "What do we mean by 'knowing' key terms?" How are we to define "know" in this context? In this case the students are asked to "define" the key terms. In this lesson the defining of key terms will count for knowing. The language of the behavioral objective (define) is more specific than that of the general objective (know) to which it refers.

Another example is the relationship among general objective 2, (the student will comprehend the impact of advertising on his/her life), and the behavioral objectives which, taken together, define comprehension. In this case, behavioral objective 2a and 2b are stipulated as measures for comprehending the impact of advertising. If a student can "differentiate among types of ads" (2a), and "examine ads having an impact on his/her life" (2b), then this teacher is satisfied that the student does comprehend the impact of advertising on his/her life.

It will also be noted that a label appears in this portion of the lesson plan. Labels are used in the TPAI portfolio to show the state and local

examiners (or "data collectors") that certain competencies are demonstrated by the teacher. Label 1d is used to illustrate the teacher's ability to write behavioral objectives for learners with different instructional levels. In this example, the teacher believes certain students, designated as "higher level learners" in the portfolio class description sheets, are capable of completing objectives that surpass the expectations for the other students. Here, the teacher has developed a completely different behavioral objective with the "higher level learners" in mind. Another approach, instead of writing another distinct behavioral objective, would be to add different criteria to an existing behavioral objective for a stipulated instructional level. An example of this method of differentiation is the following:

- The student will label a map of the continental United States with 100% accuracy (average/higher level learners);
- The student will label a map of the continental United States with 50% accuracy (lower level learners).

In this approach the objectives are the same; the students will label a map of the continental United States. The differentiation by instructional level is evident, however, by the establishment of different criteria for the successful completion of the objective.

Label 1d is placed adjacent to (beside) the designated objective and is the only label appearing under the category "Behavioral Objectives." One 1d label is required in the TPAI portfolio or unit plan.

Student Activities

Student activities represent the final step in the defining of the behavioral and general objectives. General objective 1, that the students will "know key terms," was operationalized when it was stated that the students will

"define key terms." This defining of key terms is clarified further in the student activities. The student activity for general objective and behavioral objective 1 involves matching the definitions with key terms on a quiz. Matching the definitions with key terms on the quiz is precisely how the students will satisfy behavioral objective 1. Another example of the relationships among the general objectives, behavioral objectives and student activities can be illustrated with general objective 2. The comprehension of the impact of advertising is defined by behavioral objectives 2a and 2b. These behavioral objectives are further defined by their respective activities which involve (2a) taking a quiz on which the students discuss the advertisement types by writing characteristics of each and completing one of the options in activity 2b.

The crucial point to remember is that writing the general objectives, behavioral objectives and student activities is a process of precision. Abstract terms should be used in writing general objectives; behavioral objectives define the general objectives and should be stated specifically; and the student activity clarifies the behavioral objective to which it refers and is the most specific statement of all. The student activities component, along with clarifying the behavioral objectives, is also the portion of the lesson plan where most of the required TPAI labels are placed.

Descriptor 2d in the TPAI manual stipulates that "a variety of activities including at least one learner-centered and one teacher-centered activity is described in the portfolio" (1985, p. 20). An example of a portion of this descriptor, namely the learner-centered activity, is illustrated in activity 2b. A learner-centered activity is, according to the TPAI manual, "one in which students are managing their own instruction and are making decisions as

to how to proceed" (p. 35). The criteria of this descriptor is satisfied in that the students are in control of the overall outcome (i.e. they determine which ads have great impact on their lives) and also have some flexibility in how the activity is accomplished. The variation of choice in activity accomplishment is evidenced by the students' being able to pick one option from the three provided.

The other part of descriptor 2d necessitates the identification of a teacher-centered activity. This type of activity is probably the most common of learner activities and simply means the teacher is managing or is in control of the outcome. In activity 3a the students are asked to "copy from the board 5 important principles of advertising." Here the teacher knows exactly what principles are to be copied. The outcome is determined by the teacher.

Label 4a, which is used to illustrate evidence of descriptor 4a, involves creating activities that are geared toward different modalities or ways by which students perceive. These modes of perception might focus on the visual (sight), auditory (hearing), tactile (touch), or kinesethetic (full body movement) strengths of the students. The criteria for this label stipulates that the activity should involve the use of more than one modality for a given objective. This can also be accomplished in two separate activities as long as they are both developed from the same objective and different modalities, or modes of direct perception, are used in each activity (p. 37). This criteria is demonstrated in student activity 3b on the sample lesson plan. Here the students "view and listen to a filmstrip on creating ads. In the label immediately below the activity one can see that the activity is referenced to objective 3 and that the modalities are visual and auditory. An important point to notice here is that the language or wording of the

modalities represented in the label (i.e. visual/auditory) is also precisely stated in the activity with the use of the terms "view" and "listen."

The next label demonstrated in the student activities section of this sample lesson plan involves the writing of different activities for different instructional levels of a student or students in the class. In order to meet the criteria for this descriptor (4b) the teacher should plan different activities for the instructional levels identified in the class description sheets. In this example the "average and lower level" students will complete activity 3e by writing an ad for a product of their own choosing using the criteria discussed in activity 3d and may add other criteria if they wish. The "higher level learners," on the other hand, have a completely different activity that involves describing how their ad, written activity 3c, could be improved according to the criteria previously discussed. This activity (4) is of a higher level in that the work involves analyzing the adequacy of the advertisements. The teacher, in order to completely satisfy the criteria for label 4b, should also note that two 4b labels are required and these labels must appear on the same day.

The final label described in the student activity section of this sample lesson is one that initially gives most beginning teachers difficulty. The 4d label, which is used essentially as a counter has, in effect, a double application. According to the TPAI manual the 4d descriptor is satisfied when "activities are differentiated by both modality and instructional level with differentiation of activities planned for most days" (p. 38). The wording here, on first reading sounds rather confusing but actually, the intent is quite simple. When using label 4a the teacher is differentiating by modality;

the 4d label could also be placed with the 4a label to show differentiation occurs on this day. If, on another day, the teacher uses the two 4b labels then, the 4d label associated with differentiation by instructional level could also be placed here. The teacher is saying that this activity will also count as another day in which differentiation occurs.

Quite simply, the TPAI stipulates a portfolio should show, with the aid of the 4d labels, that a teacher has differentiated student activities by modality or instructional level for most days of the required seven-to-ten day planning period. "Most days" is defined as one-half of the instructional days plus one more day. An eight day unit, for example, would require five different days on which the 4d label would appear.

Teaching Procedures

This section of the daily lesson plan is very simple and written primarily to help the teacher avoid any pitfalls while implementing each student activity. The notations in this section relate solely to those actions required by the teacher in order that the students may complete the day's work. In procedure 3a, for example, the teacher will write five important advertisement principles and the steps necessry for creating advertisements on the board. This is accomplished so that students may complete student activity 3a in which they copy these principles and steps from the chalkboard. It should also be noted that there are no labels appearing in this section of the daily plan.

Materials/Resources

In this portion of the lesson plan the teacher is asked to list the

materials or resources needed to implement each student activity. Under 3c, for example, the materials listed include the worksheet entitled "Advertising, Step by Step." This worksheet is needed for student activity 3c.

Evaluation/Assessment

In this portion of the lesson plan the teacher outlines the procedures used in the assessment and evaluation of each student activity. Some of these procedures may be formal, (i.e. criteria for successful accomplishment of the objectives are written or stated on a quiz, test, teacher checklist, etc.) An example of formal assessment is illustrated in student activities 2a. The assessment can also be informal. In the case of an informal assessment the teacher may observe student behavior, (student activity 3a and 3b) ask questions, as is the case for student activity 2b and 3c or check for completion of homework assignments. In either case, the teacher should, to satisfy the pickiest of data collectors, discuss what he or she considers crucial for successful completion of the student activities and hence, the behavioral objectives. Although there are labels associated with student assessment and evaluation, they will be placed on the formal assessment instrument to be discussed later and will not be placed in this section.

Closure

As in the case of the introduction, the closure or summary of the day's lesson is not required in the TPAI portfolio. The data collectors, however, will be expecting this lesson wrap-up during the observation portion of the assessment. Many teachers may then want to include the closure in the portfolio or unit plan as a reminder to insure its use becomes habitual. In

the closure the teacher makes a point to tie together the day's objectives and activities with previous and future learnings. Acting as a review of the day's work, the closure is an obvious place to reinforce the relevancy of the content.

Assignments

There are no homework assignments scheduled for this day. It should also be mentioned that no labels appear in this section.

Remedial Activities

The TPAI assessment criteria include one remedial activity in the seven-to-ten day portfolio. Remedial activities are designated with label 4c and represent a plan to help students unable to adequately satisfy one of the behavioral objectives. It is important to remember that a remedial activity is not more of the same as required for a given activity. The work here is remedial, that is, it is planned in addition to the regular student activities and should be used when a student experiences difficulty or is unable to complete a scheduled activity. The remedial activity is planned before the unit is actually taught and may or may not be used.

Enrichment Activities

The enrichment activity, like the remedial activity, is planned as an addition to the regular activities. This activity is targeted for those students who are able to go beyond the expectations of the class as a whole. As enrichment, it should challenge the students and surpass the scope of the required objectives and activities. In this example, for instance, the

students are asked to make connections among selected advertising techniques and psychological theories. One enrichment activity is required for a seven-to-ten day portfolio and designated by the appropriate 4c label.

Assessment Labeling

In the evaluation/assessment section it was stated that the required assessment labels applicable to this lesson plan would appear on the assessment itself, in this case on the quiz scheduled for this instructional day. This is to eliminate any possible confusion for the data collectors.

The 6b label, which designates a formal assessment, is used in the portfolio to check the progress of the learners during the course of the unit. The teacher is using this quiz to monitor the students' progress in satisfying behavioral objectives 1 and 2. In behavioral objective 1 the students are asked to "match key terms." On this formal progress check the students do just that; they match the selected key terms with their definitions. On the second portion of this assessment the students are also asked to "(I)n their own words, briefly discuss two characteristics of each of the following types of ads". . . This requirement corresponds with behavioral objective 2. It checks the students' ability to "differentiate among types of ads" . . . It should be noted that the objective number to which each question refers is placed beside each question. This is done so data collectors have a quick reference between each question and behavioral objective. Such precision will drastically reduce confusion about the question and the objective to which it refers. The teacher, however, must make a special effort to insure that the assessment items do, in fact, represent the behaviors stipulated by the objectives.

The 5c descriptor, which is designated by the 5c label in the TPAI manual,

requires that "two or more types of assessment formats or tasks are included in the portfolio" (1985, p. 22). With this label teachers are asked to demonstrate the use of different types of assessment designs or procedures. In the first instance the teacher is asking the students to match terms and definitions. The matching portion of this assessment is one type of task. On the second section of this assessment the students will discuss, in writing, the characteristics of selected types of advertisements. This written discussion, or what the teacher has referred to as "short answer essay" in the label, represents a different type of task and the second required 5c label can be used. It should be noted that two different 5c labels, each representing a different task or format, is required. These labels can be used on separate formal assessments or on the same formal assessment.

The final label on this quiz (5d) is used to satisfy the TPAI requirement that "(T)wo or more levels of learning are reflected in a given assessment" (p. 22). In this case the teacher, using the levels of learning as outlined in Benjamin Bloom's hierarchy of the cognitive domain as a guide, has placed the required labels beside those items on the assessment reflecting two <u>different</u> levels of learning. The matching of terms and definitions, for example, reflect the "knowledge" level of the cognitive domain. By discussing, in their own words, the characteristics of selected advertisements, on the second portion of the assessment, the students are demonstrating "comprehension" level behaviors. The placement of the <u>two</u> 5d labels on <u>one</u> assessment, near those portions of the assessment reflecting the designated levels of learning, satisfies the criteria for descriptor 5d.

<u>Systematic Referencing</u>

The last planning criterion discussed involves the use of a referencing

system on the daily lesson plans. The state assessment for beginning teachers requires that an alpha-numeric or placement referencing system be used to show relationships among the planning elements. The sample lesson plan in this article illustrates an alpha-numeric referencing system.

Alpha-numeric referencing is simply the use of letters and numbers to show how the elements of the planning components fit together. General objective 2, that students will "comprehend the impact of advertising on his/her life," for example, is defined by behavioral objectives 2a and 2b. Behavioral objectives 2a and 2b are then clarified by student activities 2a and 2b respectively. These numbers and letters show a direct reference between the objectives and activities. The teaching procedures for these student activities are also directly referenced with the use of 2a and 2b. Finally, the materials and resources necessary for student activities 2a and 2b, and ultimately behavioral objectives 2a and 2b and general objective 2, are referenced with the use of "2a" and "2b." As mentioned earlier, however, alpha-numeric referencing is not the only option.

Referencing by placement on the page is distinctly different from alpha-numeric referencing. Instead of the planning categories or components appearing in hierarchical order, the components are placed adjacent or parallel to one another. Referencing in this format does not require numbers or letters. The planning elements are placed directly across from one another. Figure 3 illustrates placement on the page referencing.

The decision to reference by placement on the page or alpha-numerically is an individual choice. The crucial point to remember is that referencing should include (for the TPAI Assessment) the behavioral objectives (general objectives do not appear in the TPAI portfolio), the student activities, teaching

procedures, and materials and resources. The referencing of the behavioral objectives to assessment items on the formal assessments is also required.

Final Considerations

While most of the TPAI planning elements and required labels have been addressed in this article, it is important to remember that some labels simply could not be applied in this abbreviated lesson. The planning elements or information not addressed include the class description sheets, pre-assessment labels, one of the 6b labels, the end-of-unit or summative assessment label (6c), and the 6d or attitudinal assessment label. The concerned reader should studiously consult the current TPAI manual for information about these labels and a complete outline of the beginning teacher assessment procedures.

Summary

Accountability, especially in the context of education, is far reaching and has become a real concern for those entering the profession. Although the consequences of this movement have drastically increased the demands placed on beginning teachers, the assessment process is not something foreign or beyond comprehension. The beginning teacher assessment in Georgia, especially in relation to the written portfolio or unit plan, is a process of precise writing. Simply put, the unit plan components require systematic organization and must be stated in a manner promoting objective communication. The planning format inherent in the TPAI assessment and the labels required in the portfolio are simply tools to be used in this exercise of organized precision.

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Figure 1
Adapted Planning Model
(with alterations in parentheses)

Goals	(General Objectives)
Objectives	(Behavioral Objectives)
Activities	(Student Activities)
Support Conditions	(Materials/Resources)
Evaluation	(Assessment/Evaluation)

Figure 2
Classroom Level Lesson Planning Format

*	General Objectives	The student will:
*	Introduction	
	Behavioral Objectives	The student will:
	Student Activities	The student will:
	Teaching Procedures	The teacher will:
	Materials/Resources	
	Assessment	
*	Closure	
**	Assignments	
**	Remedial Activities	
**	Enrichment Activities	

Please note:
* denotes those components not required on a "TPAI" plan but are used to promote understanding of the planning process.
** denotes those elements of the "TPAI" that are required only as needed.

Figure 3
Placement on the Page Referencing

General Objective	Behavioral Objectives	Student Activities
(TSW) know key terms	(TSW) define key terms . . .	(TSW) match . . .
(TSW) comprehend . . .	(TSW) differentiate . . .	(TSW) discuss . . .
	examine ads . . .	choose . . .